

# Grade 5 • Unit 1

Genre Focus	Vocabulary	Standard	Comprehension	Standard	Phonics and Spelling	Standard	Writing and Grammar	Standard
<p><b>Genre Study 1: Week 1 and 2</b></p> <p><b>Genre:</b> Narrative Nonfiction</p> <p><b>Essential Question:</b> How can experiencing nature change the way you think about it?</p> <p><b>Text Features:</b> Primary and Secondary Sources</p> <p>5.RI.CS.6, 5.RI.IK1.7</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Words:</b> debris emphasis encounter generations indicated naturalist sheer spectacular</p> <p><b>Strategy:</b> Homographs</p> <p><b>Strategy:</b> Prefixes</p>	<p>5.RI.CS.4, 5.FL.VA.7biii</p> <p>5.FL.VA.7biii</p> <p>5.FL.VA.7biii</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Text Structure: Cause and Effect</p> <p><b>Author's Craft:</b> Point of View</p>	<p>5.RI.KID.1, 5.RI.KID.3, 5.RI.CS.6, 5.W.RBPK.9</p> <p>5.RL.KID.1, 5.RL.KID.2</p> <p>5.RI.KID.1, 5.RL.KID.3</p>	<p><b>Week 1</b> Short vowels</p> <p><b>Week 2</b> Long vowels</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>5.FL.WC.4a</p> <p>5.FL.WC.4a</p>	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Personal Narrative</p> <p><b>Expert Model:</b> Narrative Nonfiction</p> <p><b>Plan:</b> Sequence</p> <p><b>Draft:</b> Description</p> <p><b>Grammar and Mechanics</b></p> <p><b>Week 1:</b> Sentences; Punctuating Sentences</p> <p><b>Week 2:</b> Subjects and Predicates; Commas</p>	<p>5.RI.KID.3, 5.W.RBPK.9, 5.RI.KID.10</p> <p>5.W.TTP.3, 5.W.TTP.10</p> <p>5.W.RBPK.9</p> <p>5.W.TTP.3a, 5.W.TTP.3b, 5.W.TTP.3d, 5.W.PDW.4</p> <p>5.W.TTP.3c, 5.W.PDW.4</p> <p>5.FL.SC.6, 5.FL.SC.6</p> <p>5.FL.SC.6e, 5.FL.SC.6f, 5.FL.SC.6g, 5.FL.SC.6h</p>
<p><b>Genre Study 2: Weeks 3 and 4</b></p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Essential Question:</b> How do we get the things we need?</p> <p><b>Literary Elements:</b> Plot</p> <p>5.RL.KID.3, 5.RL.IK1.7</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Words:</b> afford loan profit prosper risk savings scarce wages</p> <p><b>Strategy:</b> Context Clues: Sentence Clues</p> <p><b>Strategy:</b> Suffixes</p>	<p>5.FL.VA.7ai</p> <p>5.FL.VA.7ai</p> <p>5.FL.VA.7ai, 5.FL.VA.7c</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Character, Setting, Plot: Sequence</p> <p><b>Author's Craft:</b> Text Structure</p>	<p>5.RL.KID.1</p> <p>5.RL.KID.2</p> <p>5.RI.KID.1, 5.RL.KID.3</p>	<p><b>Week 3</b> Words with /ū/, ũ, and /ü/</p> <p><b>Week 4</b> r-controlled Vowels /är/, /är/, /ör/</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>5.FL.PWR.3, 5.FL.F.5b</p>	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Personal Narrative</p> <p><b>Revise:</b> Strong Conclusion</p> <p>Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p> <p><b>Grammar and Mechanics</b></p> <p><b>Week 3:</b> Compound Sentences; Punctuation in Compound Sentences</p> <p><b>Week 4:</b> Complex Sentences; Commas</p>	<p>5.RL.KID.1, 5.RL.KID.2, 5.RL.KID.3</p> <p>5.W.TTP.3, 5.W.TTP.10</p> <p>5.W.TTP.3e, 5.W.PDW.4, 5.W.PDW.5</p> <p>5.W.PDW.5, 5.FL.SC.6, 5.W.PDW.6, 5.SL.PK1.4, 5.SL.PK1.5</p> <p>5.FL.SC.6a, 5.FL.SC.6f</p> <p>5.FL.SC.6a,</p>

# Grade 5 • Unit 1

Genre Focus	Vocabulary	Standard	Comprehension	Standard	Phonics and Spelling	Standard	Writing and Grammar	Standard
<b>Genre Study 3: Week 5</b>  <b>Genre:</b> Argumentative Text  <b>Essential Question:</b> What are the positive and negative effects of new technology?  <b>Text Features:</b> Headings and Graphs  5.RI.IK1.8  <i>Differentiated Genre Passages available</i>	<b>Words:</b> access advance analysis cite counterpoint data drawbacks reasoning  <b>Strategy:</b> Greek and Latin Prefixes	5.FL.VA.7ai, 5.FL.VA.7aia          5.FL.VA.7aia	<b>Strategy:</b> Reread   <b>Skill:</b> Author's Point of View   <b>Author's Craft:</b> Author's Purpose	5.RI.KID.1, 5.RI.CS.6   5.RI.IK1.8   5.RI.IK1.8	<b>Week 5</b> <i>r</i> -controlled Vowel /ûr/      <i>Differentiated Spelling Lists available</i>	5.FL.PWR.3, 5.FL.F.5b	<b>Respond to Reading</b>          <b>Writing Process</b> Opinion Essay  <b>Expert Model:</b> Argumentative Text  <b>Plan:</b> Strong Introduction  <b>Draft:</b> Relevant Evidence       <b>Grammar and Mechanics</b>  <b>Week 5:</b> Run-on Sentences; Correcting Run-on Sentences	5.RI.CS.6, 5.RI.IK1.8, 5.W.RBPK.9          5.W.TTP1, 5.W.TTP10          5.RI.IK1.8, 5.W.TTP1a, 5.W.TTP1c, 5.W.RBPK.8 5.W.TTP1b, 5.W.TTP1d          5.FL.SC.6

Genre Focus	Reading Digitally	Fluency	Show What You Learned	Extend Your Learning	Writing	Presentation Options
<b>Week 6</b>  <b>Review, Extend, and Assess</b>	<b>Genre:</b> Online Article  <b>Text:</b> "Take It from Nature"  5.RI.RRTC.10	<b>Reader's Theater:</b> "It Couldn't Be Done"  5.RL.KID.10, 5.FL.F.5, 5.FL.F.5b	<b>Passage 1</b> <b>Genre:</b> Narrative Nonfiction "A Protector of Nature"  <b>Passage 2</b> <b>Genre:</b> Realistic Fiction "Solutions, Not Complaints"  5.RI.CS.5, 5.RI.IK1.7, 5.FL.VA.7a, 5.RL.KID.1, 5.RL.KID.3, 5.RL.KID.10	<b>Understand Point of View</b>  <b>Use New Vocabulary</b>  <b>Analyze Plot</b>  5.RL.CS.6, 5.W.PDW.4, 5.W.TTP10   <b>Connect to Content</b> Make a Map "Take It from Nature"	<b>Writing Process</b> Opinion Essay    <b>Revise:</b> Logical Order   <b>Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</b>   5.W.TTP1, 5.W.TTP10, 5.W.TTP2, 5.W.PDW.4, 5.W.PDW.5, 5.W.PDW.6, 5.SL.CC.1, 5.FL.SC.6	<b>Reader's Theater Research and Inquiry Space Writing</b>   5.SL.PK1.4, 5.SL.CC.2

# Grade 5 • Unit 2

Genre Focus	Vocabulary	Standard	Comprehension	Standard	Phonics and Spelling	Standard	Writing and Grammar	Standard
<p><b>Genre Study 1: Week 1 and 2</b></p> <p><b>Genre:</b> Expository Text</p> <p><b>Essential Question:</b> What do good problem solvers do?</p> <p><b>Text Features:</b> Headings and Timelines</p> <p>5.RI.KI.7</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Words:</b> committees convention debate proposal representatives resolve situation union</p> <p><b>Strategy:</b> Context Clues</p> <p><b>Strategy:</b> Dictionary and Glossary</p>	<p>5.FL.VA.7ai</p> <p>5.FL.VA.7ai</p> <p>5.FL.VA.7aiii</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Text Structure: Problem and Solution</p> <p><b>Author's Craft:</b> Print and Graphic Features</p>	<p>5.RL.KID.1</p> <p>5.RI.KID.1, 5.RI.CS.5</p> <p>5.RI.KI.7, 5.W.RBPK.9</p>	<p><b>Week 1</b> Variant Vowel /ô/; Diphthongs /oi/, /ou/</p> <p><b>Week 2</b> Plurals</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>5.FL.WC.4a</p> <p>5.FL.SC.6, 5.FL.WC.4a</p>	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Expository Essay</p> <p><b>Expert Model:</b> Expository Text</p> <p><b>Plan:</b> Research</p> <p><b>Draft:</b> Supporting Details</p> <p><b>Grammar and Mechanics</b></p> <p><b>Week 1:</b> Kinds of Nouns; Capitalizing Proper Nouns</p> <p><b>Week 2:</b> Singular and Plural Nouns; Forming Plural Nouns</p>	<p>5.RI.CS.5, 5.W.RBPK.9</p> <p>5.W.TTP.2, 5.W.TTP.10</p> <p>5.RI.KID.2</p> <p>5.W.PDW.4, 5.W.PDW.6, 5.W.RBPK.7, 5.W.RBPK.8</p> <p>5.W.TTP.2c, 5.W.PDW.4</p> <p>5.FL.SC.6</p> <p>5.FL.SC.6</p>
<p><b>Genre Study 2: Weeks 3 and 4</b></p> <p><b>Genre:</b> Folktale</p> <p><b>Essential Question:</b> When has a plan helped you accomplish a task?</p> <p><b>Literary Elements:</b> Setting</p> <p>5.RL.KID.1</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Words:</b> assuring detected emerging gratitude guidance outcome previous pursuit</p> <p><b>Strategy:</b> Personification</p> <p><b>Strategy:</b> Roots</p>	<p>5.FL.VA.7ai</p> <p>5.FL.VA.7bi</p> <p>5.FL.PWR.3, 5.FL.VA.7aii</p>	<p><b>Strategy:</b> Make Predictions</p> <p><b>Skill:</b> Theme</p> <p><b>Author's Craft:</b> Logical Order</p>	<p>5.RL.KID.1</p> <p>5.RL.KID.2</p> <p>5.RI.KID.2</p> <p><i>Differentiated Spelling Lists available</i></p>	<p><b>Week 3</b> Inflectional Endings</p> <p><b>Week 4</b> Contractions</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>5.FL.PWR.3, 5.FL.F.5b, 5.FL.WC.4a</p> <p>5.FL.WC.4a</p>	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Expository Essay</p> <p><b>Revise:</b> Logical Order</p> <p><b>Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</b></p> <p><b>Grammar and Mechanics</b></p> <p><b>Week 3:</b> More Plural Nouns; Plural Forms and Appositives</p> <p><b>Week 4:</b> Possessive Nouns; Adding -s or -'s</p>	<p>5.W.RBPK.9, 5.FL.VA.7b, 5.RL.KID.1</p> <p>5.W.TTP.2, 5.W.TTP.10</p> <p>5.W.PDW.5</p> <p>5.W.PDW.5, 5.W.PDW.6, 5.SL.PKI.4, 5.SL.PKI.5</p> <p>5.FL.SC.6</p>

# Grade 5 • Unit 2

Genre Focus	Vocabulary	Standard	Comprehension	Standard	Phonics and Spelling	Standard	Writing and Grammar	Standard
<b>Genre Study 3: Week 5</b>  <b>Genre:</b> Poetry  <b>Essential Question:</b> What motivates you to accomplish a goal?  <b>Text Features:</b> Narrative and Free Verse  5.RL.CS.5, 5.SL.CC.2, 5.RL.KID.10  <i>Differentiated Genre Passages available</i>	<b>Words:</b> ambitious memorized satisfaction shuddered  <b>Poetry Terms:</b> narrative repetition free verse rhyme  <b>Strategy:</b> Homographs	5.FL.VA.7biii   5.FL.VA.7c   5.FL.VA.7biii	<b>Literary Elements:</b> Repetition and Rhyme  <b>Skill:</b> Theme  <b>Author's Craft:</b> Voice	5.RL.CS.4, 5.RL.CS.5  5.RL.KID.2  5.RL.CS.4, 5.RL.CS.5, 5.RL.CS.6, 5.FL.VA.7b	<b>Week 5</b> Closed Syllables  <i>Differentiated Spelling Lists available</i>	5.FL.PWR.3	<b>Respond to Reading</b>  <b>Writing Process</b> Narrative Poem  <b>Expert Model:</b> Poetry  <b>Plan:</b> Sensory Language  <b>Draft:</b> Figurative Language  <b>Grammar and Mechanics</b>  <b>Week 5:</b> Prepositional Phrases; Punctuating Titles and Letters	5.RL.IKI.9, 5.W.RBPK.9  5.W.TTP.3, 5.W.TTP.10  5.RL.KID.2, 5.RL.KID.10, 5.FL.VA.7b 5.W.TTP.3f 5.W.TTP.3c, 5.W.TTP.3f, 5.W.PDW.4 , 5.FL.VA.7bi  5.FL.SC.6a, 5.FL.SC.6i

Genre Focus	Reading Digitally	Fluency	Show What You Learned	Extend Your Learning	Writing	Presentation Options
<b>Week 6</b>  <b>Review, Extend, and Assess</b>	<b>Genre:</b> Online Article  <b>Text:</b> "The Long Road"  5.RI.KID.10	<b>Reader's Theater:</b> "A Boy Named Abe"  5.RL.KID.10, 5.FL.F.5, 5.FL.F.5b	<b>Passage 1</b> <b>Genre:</b> Expository Text "Searching for Freedom"  <b>Passage 2</b> <b>Genre:</b> Poetry "Ziggy"  5.RL.KID.1, 5.RI.CS.5, 5.FL.VA.7a, 5.FL.VA.7ai, 5.RL.CS.4, 5.RL.KID.2, 5.RL.KID.10, 5.FL.VA.7b	<b>Comparing Genres</b> Homographs  5.RL.KID.10, 5.FL.VA.7aiii  <b>Connect to Content</b> Write an Advertisement Make a Timeline "The Long Road"	<b>Writing Process</b> Narrative Poem  <b>Revise:</b> Concrete Words  <b>Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</b>  5.W.TTP.10, 5.W.TTP.2, 5.W.PDW.4 , 5.W.PDW.5, 5.W.PDW.6, 5.FL.VA.7b, 5.W.TTP.3	<b>Reader's Theater Research and Inquiry Inquiry Space Writing</b>  5.SL.PKI.4, 5.SL.CC.2

# Grade 5 • Unit 3

Genre Focus	Vocabulary	Standard	Comprehension	Standard	Phonics and Spelling	Standard	Writing and Grammar	Standard
<p><b>Genre Study 1: Week 1 and 2</b></p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Essential Question:</b> What can learning about different cultures teach us?</p> <p><b>Text Features:</b> Dialogue</p> <p>5.RL.KID.1</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Words:</b> appreciation blurted complimenting congratulate contradicted critical cultural misunderstanding</p> <p><b>Strategy:</b> Context Clues: Cause and Effect</p> <p><b>Strategy:</b> Adages</p>	<p>5.FL.VA.7ai</p> <p>5.FL.VA.7ai, 5.RL.CS.4</p> <p>5.FL.VA.7bii</p>	<p><b>Strategy:</b> Summarize</p> <p><b>Skill:</b> Theme</p> <p><b>Author's Craft:</b> Author's Purpose</p>	<p>5.RL.KID.1</p> <p>5.RL.KID.2</p> <p>5.RI.KID.1</p>	<p><b>Week 1</b> Open Syllables</p> <p><b>Week 2</b> Open Syllables (V/V)</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>5.FL.WC.4a</p> <p>5.FL.WC.4a</p>	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Realistic Fiction</p> <p><b>Expert Model:</b> Realistic Fiction</p> <p><b>Plan:</b> Develop Characters</p> <p><b>Draft:</b> Sequence</p> <p><b>Grammar and Mechanics</b></p> <p><b>Week 1:</b> Action Verbs; Subject-Verb Agreement</p> <p><b>Week 2:</b> Verb Tenses; Avoid Shifting Tenses</p>	<p>5.RL.KID.2, 5.RL.KID.1, 5.RL.KID.3</p> <p>5.W.TTP.3, 5.W.TTP.10</p> <p>5.W.TTP.3c, 5.W.PDW.4, 5.W.TTP.3, 5.W.TTP.3a, 5.W.TTP.3b, 5.W.PDW.4</p> <p>5.FL.SC.6</p> <p>5.FL.SC.6c, 5.FL.SC.6d</p>
<p><b>Genre Study 2: Weeks 3 and 4</b></p> <p><b>Genre:</b> Expository Text</p> <p><b>Essential Question:</b> What benefits come from people working as a group?</p> <p><b>Literary Elements:</b> Problem and Solution</p> <p>5.RI.KID.2</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Words:</b> artificial collaborate dedicated flexible function mimic obstacle techniques</p> <p><b>Strategy:</b> Latin Roots</p> <p><b>Strategy:</b> Similes and Metaphors</p>	<p>5.FL.VA.7ai</p> <p>5.FL.VA.7aii</p> <p>5.FL.VA.7bi</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Main Idea and Key Details</p> <p><b>Author's Craft:</b> Literal and Figurative Language</p>	<p>5.RI.KID.1</p> <p>5.RI.KID.2</p> <p>5.FL.VA.7b</p>	<p><b>Week 3</b> Vowel Team Syllables</p> <p><b>Week 4</b> Consonant + /e Syllables</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>5.FL.WC.4a</p> <p>5.FL.WC.4a</p>	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Realistic Fiction</p> <p><b>Revise:</b> Word Choice</p> <p>Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p> <p><b>Grammar and Mechanics</b></p> <p><b>Week 3:</b> Main and Helping Verbs; Special Helping Verbs; Contractions; Troublesome Words</p> <p><b>Week 4:</b> Linking Verbs; Punctuating Titles and Product Names</p>	<p>5.RI.KID.2, 5.RI.KI.8</p> <p>5.W.TTP.3</p> <p>5.W.PDW.5</p> <p>5.W.PDW.5, 5.FL.SC.6.a, 5.W.PDW.6, 5.SL.PKI.4, 5.SL.PKI.5</p> <p>5.FL.SC.6b, 5.FL.SC.6c</p> <p>5.FL.SC.6, 5.FL.SC.6i</p>

# Grade 5 • Unit 3

Genre Focus	Vocabulary	Standard	Comprehension	Standard	Phonics and Spelling	Standard	Writing and Grammar	Standard
<p><b>Genre Study 3: Week 5</b></p> <p><b>Genre:</b> Argumentative Text</p> <p><b>Essential Question:</b> How do we explain what happened in the past?</p> <p><b>Text Features:</b> Compare and Contrast</p> <p>5.RI.CS.5</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Words:</b> archaeologist era fragments historian intact preserved reconstruct remnants</p> <p><b>Strategy:</b> Context Clues: Sentence Clues</p>	<p>5.FL.VA.7ai, 5.FL.F.5c</p> <p>5.FL.F.5c, 5.FL.VA.7ai-c</p>	<p><b>Strategy:</b> Summarize</p> <p><b>Skill:</b> Author's Point of View</p> <p><b>Author's Craft:</b> Figurative Language</p>	<p>5.RI.KID.2, 5.RI.CS.6</p> <p>5.RI.IKI.8</p> <p>5.FL.VA.7b</p>	<p><b>Week 5</b> <i>r</i>-controlled Vowel Syllables</p> <p><i>Differentiated Spelling Lists available</i></p>	5.FL.WC.4a	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Persuasive Article</p> <p><b>Expert Model:</b> Argumentative Text</p> <p><b>Plan:</b> Specific Facts and Details</p> <p><b>Draft:</b> Logical Order</p> <p><b>Grammar and Mechanics</b></p> <p><b>Week 5:</b> Irregular Verbs; Correct Verb Usage</p>	<p>5.RI.IKI.8, 5.W.RBPK.9</p> <p>5.W.TTP1, 5.W.TTP10</p> <p>5.RI.KID.2, 5.RI.IKI.8</p> <p>5.W.TTP1, 5.W.RBPK.7, 5.W.RBPK.8</p> <p>5.RI.CS.5, 5.W.TTP1, 5.W.PDW.4</p> <p>5.FL.SC.6b</p>

Genre Focus	Reading Digitally	Fluency	Show What You Learned	Extend Your Learning	Writing	Presentation Options
<p><b>Week 6</b></p> <p><b>Review, Extend, and Assess</b></p>	<p><b>Genre:</b> Online Article</p> <p><b>Text:</b> "Animal Survivors"</p> <p>5.RI.KID.10</p>	<p><b>Reader's Theater:</b> : "A Thousand Miles to Freedom"</p> <p>5.RL.KID.10, 5.FL.F.5, 5.FL.F.5b</p>	<p><b>Passage 1</b> <b>Genre:</b> Expository Text "Teamwork and Destiny"</p> <p><b>Passage 2</b> <b>Genre:</b> Realistic Fiction "The Promise of a Paper Lantern"</p> <p>5.RL.KID.1, 5.RI.KID.2, 5.RI.CS.5, 5.RI.IKI.7, 5.RL.KID.10, 5.RL.KID.2, 5.FL.VA.7a</p>	<p><b>Analyze Hyperbole</b></p> <p><b>Main Idea and Key Details</b></p> <p><b>Identify the Purpose of Insets</b></p> <p>5.FL.VA.7b, 5.RL.IKI.7, 5.RI.IKI.7</p> <p><b>Connect to Content</b> Create a Sidebar "Parts of a Dolphin"</p>	<p><b>Writing Process</b> Persuasive Article</p> <p><b>Revise:</b> Precise Language</p> <p><b>Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</b></p> <p>5.W.TTP1, 5.W.TTP10, 5.W.PDW.4, 5.W.PDW.5, 5.W.PDW.6, 5.SL.CC.1, 5.SL.CC.1, 5.FL.SC.6</p>	<p><b>Reader's Theater Research and Inquiry Inquiry Space Writing</b></p> <p>5.SL.PKI.4, 5.SL.CC.2</p>

# Grade 5 • Unit 4

Genre Focus	Vocabulary	Standard	Comprehension	Standard	Phonics and Spelling	Standard	Writing and Grammar	Standard
<p><b>Genre Study 1: Week 1 and 2</b></p> <p><b>Genre:</b> Biography</p> <p><b>Essential Question:</b> What can people do to bring about a positive change?</p> <p><b>Text Features:</b> Photographs and Captions</p> <p>5.RI.IK1.7</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Words:</b> anticipation defy entitled neutral outspoken reserved sought unequal</p> <p><b>Strategy:</b> Prefixes and Suffixes</p> <p><b>Strategy:</b> Hyperbole</p>	<p>5.FL.VA.7ai, 5.FL.VA.7c</p> <p>5.FL.VA.7aai</p> <p>5.FL.VA.7bi, 5.FL.VA.7biii</p>	<p><b>Strategy:</b> Summarize</p> <p><b>Skill:</b> Author's Point of View</p> <p><b>Author's Craft:</b> Text Structure</p>	<p>5.RI.KID.2, 5.SL.CC.2</p> <p>5.RI.IK1.8</p> <p>5.RI.KID.1, 5.RI.IK1.8</p>	<p><b>Week 1</b> Words with Final /əl/ and /ən/</p> <p><b>Week 2</b> Prefixes</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>5.FL.PWR.3</p> <p>5.FL.VA.7aai</p>	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Biography</p> <p><b>Expert Model:</b> Biography</p> <p><b>Plan:</b> Focus on a Person</p> <p><b>Draft:</b> Transitions</p> <p><b>Grammar and Mechanics</b></p> <p><b>Week 1:</b> Pronouns and Antecedents; Pronoun-Antecedent Agreement</p> <p><b>Week 2:</b> Kinds of Pronouns; Quotation Marks in Dialogue</p>	<p>5.RI.KID.1, 5.RI.KID.2, 5.FL.VA.7bi</p> <p>5.W.TTP.2, 5.W.TTP.10</p> <p>5.W.RBPK.7, 5.W.RBPK.8</p> <p>5.FL.SC.6, 5.FL.SC.6</p> <p>5.FL.SC.6, 5.FL.SC.6, 5.W.TTP.3c</p>
<p><b>Genre Study 2: Weeks 3 and 4</b></p> <p><b>Genre:</b> Drama</p> <p><b>Essential Question:</b> What can you discover when you give things a second look?</p> <p><b>Literary Elements:</b> Structural Elements</p> <p>5.RL.CS.5</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Words:</b> astounded concealed inquisitive intrepret preplexed precise reconsider suspicious</p> <p><b>Strategy:</b> Adages and Proverbs</p> <p><b>Strategy:</b> Synonyms and Antonyms</p>	<p>5.FL.VA.7ai, 5.FL.VA.7bii</p> <p>5.FL.VA.7bii</p> <p>5.FL.VA.7biii</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Point of View</p> <p><b>Author's Craft:</b> Figurative Language</p>	<p>5.RL.KID.1</p> <p>5.RL.KID.1, 5.RL.CS.6</p> <p>5.RL.CS.4</p>	<p><b>Week 3</b> Homographs</p> <p><b>Week 4</b> Words with /chər/ and /zhər/</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>5.FL.VA.7biii</p> <p>5.FL.WC.4a</p>	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Biography</p> <p><b>Revise:</b> Strong Conclusion</p> <p>Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p> <p><b>Grammar and Mechanics</b></p> <p><b>Week 3:</b> Pronoun-Verb Agreement; Abbreviations</p> <p><b>Week 4:</b> Possessive Pronouns; Apostrophes, Possessives, and Reflexive Pronouns</p>	<p>5.RL.KID.2, 5.RL.KID.1</p> <p>5.W.TTP.2</p> <p>5.W.TTP.2d, 5.W.PDW.5</p> <p>5.W.PDW.5, 5.FL.SC.6.a, 5.W.PDW.6, 5.SL.PK1.4, 5.SL.PK1.5</p> <p>5.FL.SC.6</p> <p>5.FL.SC.6</p>

# Grade 5 • Unit 4

Genre Focus	Vocabulary	Standard	Comprehension	Standard	Phonics and Spelling	Standard	Writing and Grammar	Standard
<b>Genre Study 3: Week 5</b>  <b>Genre:</b> Poetry  <b>Essential Question:</b> How do you express that something is important to you?  <b>Text Features:</b> Lyric and Free Verse  5.RL.CS.5, 5.RL.CS.6  <i>Differentiated Genre Passages available</i>	<b>Words:</b> barren expression meaningful plumes  <b>Poetry Terms:</b> lyric alliteration meter stanza  <b>Strategy:</b> Simile and Metaphor	5.RL.CS.4, 5.FL.VA.7bi   5.RL.CS.4, 5.FL.VA.7c   5.FL.VA.7bi	<b>Literary Elements:</b> Stanza and Meter  <b>Skill:</b> Theme  <b>Author's Craft:</b> Voice	5.RL.CS.5   5.RL.KID.2   5.RL.CS.5, 5.FL.VA.7b	<b>Week 5</b> Suffixes <i>-ance</i> and <i>-ence</i>  <i>Differentiated Spelling Lists available</i>	5.FL.WC.4a	<b>Respond to Reading</b>  <b>Writing Process</b> Free Verse Poem  <b>Expert Model:</b> Free Verse Poetry  <b>Plan:</b> Imagery  <b>Draft:</b> Visual Arrangement  <b>Grammar and Mechanics</b>  <b>Week 5:</b> Pronouns and Homophones; Punctuating Poetry	5.RL.IKI.9, 5.W.RBPK.9   5.W.TTP.10  5.RL.KID.2, 5.FL.VA.7b 5.W.TTP.3f 5.RL.IKI.7, 5.W.TTP.3, 5.W.PDW.4, 5.FL.SC.6  5.FL.SC.6, 5.FL.SC.6f, 5.FL.SC.6

Genre Focus	Reading Digitally	Fluency	Show What You Learned	Extend Your Learning	Writing	Presentation Options
<b>Week 6</b>  <b>Review, Extend, and Assess</b>	<b>Genre:</b> Online Article  <b>Text:</b> "Droughtbusters"  5.RI.KID.10	<b>Reader's Theater:</b> : "The Golden Door"  5.RL.KID.10, 5.FL.F.5, 5.FL.F.5b	<b>Passage 1</b> <b>Genre:</b> Biography "Cesar Chavez: Hero of the Working People"  <b>Passage 2</b> <b>Genre:</b> Drama "A Dramatic Discovery"  5.RI.KID.1, 5.RL.CS.5, 5.RL.CS.6, 5.RL.CS.4, 5.FL.VA.7bii	<b>Identify and Use Prefixes and Suffixes</b>  <b>Research Adages and Proverbs</b>  <b>Puns</b>  5.FL.VA.7bii, 5.FL.VA.7a, 5.W.RBPK.7  <b>Connect to Content</b> Analyze Flashback "Droughtbusters"	<b>Writing Process</b> Free Verse Poem  <b>Revise:</b> Figurative Language  <b>Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</b>  5.RL.CS.4, 5.FL.VA.7bi, 5.W.TTP.10, 5.SL.CC.1, 5.W.PDW.4, 5.W.PDW.5, 5.W.PDW.6	<b>Reader's Theater Research and Inquiry Inquiry Space Writing</b>  5.SL.PKI.4, 5.SL.CC.2



# Grade 5 • Unit 5

Genre Focus	Vocabulary	Standard	Comprehension	Standard	Phonics and Spelling	Standard	Writing and Grammar	Standard
<p><b>Genre Study 1: Week 1 and 2</b></p> <p><b>Genre:</b> Expository Text</p> <p><b>Essential Question:</b> How can scientific knowledge change over time?</p> <p><b>Text Features:</b> Diagrams</p> <p>5.RI.KID.1</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Words:</b> approximately astronomical calculation criteria diameter evaluate orbit spheres</p> <p><b>Strategy:</b> Greek Roots</p> <p><b>Strategy:</b> Thesaurus</p>	<p>5.RI.CS.4, 5.FL.VA.7aii</p> <p>5.FL.VA.7aii</p> <p>5.FL.VA.7aiii, 5.RI.IK1.7</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Text Structure: Cause and Effect</p> <p><b>Author's Craft:</b> Imagery</p>	<p>5.RI.KID.1</p> <p>5.RI.CS.5</p> <p>5.RL.CS.4</p>	<p><b>Week 1</b> Suffixes</p> <p><b>Week 2</b> Homophones</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>5.FL.WC.4a</p> <p>5.FL.WC.4a, 5.FL.VA.7ai</p>	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Research Report</p> <p><b>Expert Model:</b> Expository Text</p> <p><b>Plan:</b> Relevant Information</p> <p><b>Draft:</b> Facts and Specific Details</p> <p><b>Grammar and Mechanics</b></p> <p><b>Week 1:</b> Clauses; Appositives</p> <p><b>Week 2:</b> Complex Sentences; Commas with Clauses</p>	<p>5.RI.KID.2, 5.RI.KID.3, 5.RI.IK1.8</p> <p>5.W.TTP.2, 5.W.TTP.10</p> <p>5.W.RBPK.7</p> <p>5.W.TTP.2</p> <p>5.W.RBPK.8</p> <p>5.W.TTP.2c</p> <p>5.FL.SC.6a</p> <p>5.FL.SC.6a, 5.FL.SC.6g</p>
<p><b>Genre Study 2: Weeks 3 and 4</b></p> <p><b>Genre:</b> Historical Fiction</p> <p><b>Essential Question:</b> How do shared experiences help people adapt to change?</p> <p><b>Literary Elements:</b> Dialect</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Words:</b> assume guarantee nominate obviously rely supportive sympathy weakling</p> <p><b>Strategy:</b> Idioms</p> <p><b>Strategy:</b> Puns</p>	<p>5.FL.VA.7ai, 5.FL.VA.7aiii, 5.FL.VA.7bii</p> <p>5.FL.VA.7bii</p> <p>5.FL.VA.7bii, 5.FL.VA.7biii</p>	<p><b>Strategy:</b> Make, Confirm, and Revise Predictions</p> <p><b>Skill:</b> Character, Setting, Plot: Compare and Contrast</p> <p><b>Author's Craft:</b> Text Structure</p>	<p>5.RL.KID.1</p> <p>5.RL.KID.1, 5.RL.KID.3</p> <p>5.RI.KID.3</p>	<p><b>Week 3</b> Prefixes</p> <p><b>Week 4</b> Suffixes <i>-less</i> and <i>-ness</i></p> <p><i>Differentiated Spelling Lists available</i></p>	<p>5.FL.PWR.3 , 5.FL.F.5b, 5.FL.WC.4a</p> <p>5.FL.PWR.3, 5.FL.F.5b, 5.FL.WC.4a</p>	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Research Report</p> <p><b>Revise:</b> Logical Order</p> <p>Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p> <p><b>Grammar and Mechanics</b></p> <p><b>Week 3:</b> Adjectives; Capitalization and Punctuation</p> <p><b>Week 4:</b> Adjectives That Compare; Using <i>More</i> and <i>Most</i></p>	<p>5.RL.KID.1, 5.RL.KID.3</p> <p>5.W.TTP.2, 5.W.TTP.10</p> <p>5.W.RBPK.7</p> <p>5.W.PDW.5</p> <p>5.W.PDW.5, 5.SL.CC.1; 5.FL.SC.6</p> <p>5.W.TTP.2, 5.W.PDW.6, 5.SL.PK1.4</p> <p>5.FL.SC.6, 5.FL.SC.6i</p> <p>5.FL.SC.6</p>

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Genre Focus	Vocabulary	Standard	Comprehension	Standard	Phonics and Spelling	Standard	Writing and Grammar	Standard
<p><b>Genre Study 3: Week 5</b></p> <p><b>Genre:</b> Argumentative Text</p> <p><b>Essential Question:</b> How do natural events and human activities affect the environment?</p> <p><b>Text Features:</b> Charts and Headings</p> <p>5.RI.CS.6</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Words:</b> agricultural declined disorder identify probable thrive unexpected widespread</p> <p><b>Strategy:</b> Root Words</p>	<p>5.FL.VA.7ai, 5.FL.VA.7aii, 5.FL.VA.7c</p> <p>5.FL.VA.7aii</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Author's Point of View</p> <p><b>Author's Craft:</b> Word Choice: Puns</p>	<p>5.RI.KID.1</p> <p>5.RI.IKI.8</p> <p>5.FL.VA.7biii</p>	<p><b>Week 5</b> Suffixes <i>-ion</i></p> <p><i>Differentiated Spelling Lists available</i></p>	5.FL.WC.4a	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Opinion Essay</p> <p><b>Expert Model:</b> Argumentative Text</p> <p><b>Plan:</b> Develop Support</p> <p><b>Draft:</b> Strong Conclusion</p> <p><b>Grammar and Mechanics</b></p> <p><b>Week 5:</b> Comparing with Good and Bad; Irregular Comparative Forms</p>	<p>5.RI.KID.2, 5.RI.IKI.8, 5.W.TTP.1</p> <p>5.W.TTP.1, 5.W.TTP.10</p> <p>5.RI.IKI.8</p> <p>5.RI.IKI.8, 5.W.RBPK.7, 5.W.RBPK.8, 5.W.RBPK.9</p> <p>5.W.TTP.1a, 5.W.TTP.1c, 5.W.TTP.1b, 5.W.PDW.6</p> <p>5.FL.SC.6</p>

Genre Focus	Reading Digitally	Fluency	Show What You Learned	Extend Your Learning	Writing	Presentation Options
<p><b>Week 6</b></p> <p><b>Review, Extend, and Assess</b></p>	<p><b>Genre:</b> Online Article</p> <p><b>Text:</b> "Is Anybody Out There?"</p> <p>5.RI.KID.10</p>	<p><b>Reader's Theater:</b> "Jane Addams and Hull House"</p>	<p><b>Passage 1</b> <b>Genre:</b> Argumentative Text "Wolves in Yellowstone"</p> <p><b>Passage 2</b> <b>Genre:</b> Historical Fiction "In a Dusty Kitchen"</p> <p>5.FL.VA.7bii, 5.RL.KID.10, 5.RL.KID.3</p>	<p><b>Comparing Genres</b> Historical Setting</p> <p>5.RL.KID.3</p> <p><b>Connect to Content</b> Foreshadowing Research About the New Deal "Is Anybody Out There?"</p>	<p><b>Writing Process</b> Opinion Essay</p> <p><b>Revise:</b> Sentence Structure</p> <p><b>Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</b></p> <p>5.W.TTP.1, 5.W.TTP.10, 5.W.TTP.2, 5.W.PDW.4, 5.W.PDW.5, 5.W.PDW.6, 5.FL.SC.6, 5.SL.CC.1</p>	<p><b>Reader's Theater Research and Inquiry Inquiry Space Writing</b></p> <p>5.SL.PKI.4, 5.SL.CC.2</p>

# Grade 5 • Unit 6

Genre Focus	Vocabulary	Standard	Comprehension	Standard	Phonics and Spelling	Standard	Writing and Grammar	Standard
<p><b>Genre Study 1: Week 1 and 2</b></p> <p><b>Genre:</b> Historical Fiction</p> <p><b>Essential Question:</b> How do different groups contribute to a cause?</p> <p><b>Text Features:</b> Flashback</p> <p>5.RL.KID.1, 5.RL.KID.10</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Words:</b> bulletin contributions diversity enlisted intercept operations recruits survival</p> <p><b>Strategy:</b> Homophones</p> <p><b>Strategy:</b> Literal and Figurative Language</p>	<p>5.RL.CS.4, 5.FL.F.5c</p> <p>5.RL.CS.4, 5.FL.F.5c</p> <p>5.FL.VA.7b</p>	<p><b>Strategy:</b> Summarize</p> <p><b>Skill:</b> Theme</p> <p><b>Author's Craft:</b> Print and Graphic Features</p>	<p>5.RL.KID.1, 5.SL.CC.2</p> <p>5.RL.KID.2</p> <p>5.RI.KID.3</p>	<p><b>Week 1</b> Words with Greek Roots</p> <p><b>Week 2</b> Words with Latin Roots</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>5.FL.WC.4a, 5.FL.VA.7a</p> <p>5.FL.WC.4a, 5.FL.VA.7a</p>	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Historical Fiction</p> <p><b>Expert Model:</b> Historical Fiction</p> <p><b>Plan:</b> Sequence</p> <p><b>Draft:</b> Develop Plot</p> <p><b>Grammar and Mechanics</b></p> <p><b>Week 1:</b> Adverbs; Capitalization and Abbreviations in Letters and Formal E-mails</p> <p><b>Week 2:</b> Adverbs That Compare; Using <i>good, well; more, most; -er, -est</i></p>	<p>5.RL.KID.1, 5.RL.KID.2</p> <p>5.W.PDW.4, 5.W.TTP.10</p> <p>5.W.TTP.3</p> <p>5.RL.KID.3, 5.W.PDW.4</p> <p>5.W.TTP.3, 5.W.TTP.3a, 5.W.TTP.3b</p> <p>5.FL.SC.6, 5.FL.SC.6</p> <p>5.FL.SC.6</p>
<p><b>Genre Study 2: Weeks 3 and 4</b></p> <p><b>Genre:</b> Expository Text</p> <p><b>Essential Question:</b> How are living things adapted to their environment?</p> <p><b>Literary Elements:</b> Maps</p> <p>5.RI.KID.1</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Words:</b> adaptation agile cache dormant forage frigid hibernate insulates</p> <p><b>Strategy:</b> Context Clues: Paragraph Clues</p> <p><b>Strategy:</b> Sound Devices (onomatopoeia)</p>	<p>5.FL.VA.7ai, 5.FL.VA.7c</p> <p>5.FL.VA.7ai, 5.FL.VA.7c</p> <p>5.FL.VA.7ai, 5.FL.VA.7biii</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Text Structure: Cause and Effect</p> <p><b>Author's Craft:</b> Point of View: Third Person Limited Point of View</p>	<p>5.RI.KID.1</p> <p>5.RI.KID.3, 5.RI.CS.5</p> <p>5.RL.KID.1, 5.RL.KID.3, 5.W.RBPK.9, 5.FL.VA.7ai</p>	<p><b>Week 3</b> Words from Mythology</p> <p><b>Week 4</b> Number Prefixes <i>uni-, bi-, tri-, cent-</i></p> <p><i>Differentiated Spelling Lists available</i></p>	<p>5.FL.WC.4a</p> <p>5.FL.WC.4a</p>	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Historical Fiction</p> <p><b>Revise:</b> Transitions</p> <p>Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p> <p><b>Grammar and Mechanics</b></p> <p><b>Week 3:</b> Negatives; Correct Double Negatives</p> <p><b>Week 4:</b> Sentence Combining; Commas and Colons</p>	<p>5.RL.KID.1, 5.RL.CS.4, 5.RI.CS.5</p> <p>5.W.TTP.3</p> <p>5.W.PDW.5</p> <p>5.SL.CC.1, 5.SL.CC.1; 5.W.PDW.5, 5.FL.SC.6; 5.W.PDW.5, 5.W.PDW.6, 5.SL.CC.1, 5.SL.PKI.5</p> <p>5.FL.SC.6, 5.FL.SC.6</p> <p>5.FL.SC.6e, 5.FL.SC.6f, 5.FL.SC.6</p>

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Genre Focus	Vocabulary	Standard	Comprehension	Standard	Phonics and Spelling	Standard	Writing and Grammar	Standard
<p><b>Genre Study 3: Week 5</b></p> <p><b>Genre:</b> Poetry</p> <p><b>Essential Question:</b> What can our connections to the world teach us?</p> <p><b>Text Features:</b> Lyric and Narrative Poetry</p> <p>5.RL.CS.5</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Words:</b> blares connection errand exchange</p> <p><b>Poetry Terms:</b> personification assonance consonance imagery</p> <p><b>Strategy:</b> Personification</p>	<p>5.RL.CS.4, 5.FL.VA.7bi</p> <p>5.FL.VA.7c</p> <p>5.RL.CS.4, 5.FL.VA.7bi</p>	<p><b>Literary Elements:</b> Assonance and Consonance</p> <p><b>Skill:</b> Point of View</p> <p><b>Author's Craft:</b> Imagery</p>	<p>5.RL.CS.4, 5.RL.KID.10,</p> <p>5.RL.CS.6</p> <p>5.RL.CS.4, 5.FL.VA.7a,iii, 5.FL.VA.7bi</p>	<p><b>Week 5</b> Suffixes <i>-ible, -able</i></p> <p><i>Differentiated Spelling Lists available</i></p>	5.FL.PWR.3	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Lyric Poem</p> <p><b>Expert Model:</b> Lyric Poem</p> <p><b>Plan:</b> Sensory Language</p> <p><b>Draft:</b> Rhyme</p> <p><b>Grammar and Mechanics</b></p> <p><b>Week 5:</b> Prepositional Phrases; Pronouns in Prepositional Phrases</p>	<p>5.RL.KID.1, 5.FL.VA.7bi</p> <p>5.W.TTP.10</p> <p>5.RL.KID.1, 5.FL.VA.7bi</p> <p>5.W.PDW.4</p> <p>5.RL.KID.3</p> <p>5.FL.SC.6a</p>

Genre Focus	Reading Digitally	Fluency	Show What You Learned	Extend Your Learning	Writing	Presentation Options
<p><b>Week 6</b></p> <p><b>Review, Extend, and Assess</b></p>	<p><b>Genre:</b> Online Article</p> <p><b>Text:</b> "The Tortoise and the Solar Plant"</p> <p>5.RI.KID.10</p>	<p><b>Reader's Theater:</b> : "Round the World with Nellie Bly"</p> <p>5.RL.KID.10, 5.FL.F.5, 5.FL.F.5b</p>	<p><b>Passage 1</b> <b>Genre:</b> Expository Text "Animal Adaptations"</p> <p><b>Passage 2</b> <b>Genre:</b> Poetry "Connected"</p> <p>5.RL.KID.1, 5.RI.CS.4, 5.RI.CS.5, 5.RL.CS.6, 5.RL.KID.2, 5.RL.KID.10</p>	<p><b>Compare and Contrast</b></p> <p><b>Assess Stereotypes</b></p> <p><b>Identify Sound Devices</b></p> <p>5.FL.VA.7b</p> <p><b>Connect to Content</b> Find and Evaluate Sources "The Tortoise and the Solar Plant"</p>	<p><b>Writing Process</b> Lyric Poem</p> <p><b>Revise:</b> Concrete Words</p> <p><b>Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</b></p> <p>5.W.TTP.1, 5.W.TTP.10, 5.W.TTP.2, 5.W.PDW.4, 5.W.PDW.5, 5.W.PDW.6</p>	<p><b>Reader's Theater Research and Inquiry Inquiry Space Writing</b></p> <p>5.SL.PKI.4, 5.SL.CC.2</p>